

Teacher(s): Johnson

Subject: World History

Week of: Feb 19 – 23, 2018 Week: 26

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):	NO  SCHOOL	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:			Summative:
Tues	Standard(s): SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia. a. Explain the roles of explorers and conquistadores.	<b>Do Now: Guided Instruction (We do)- Who is Prince Henry “The Navigator”?</b>  <b>Opening: Focused Instruction (I do)- Introduce new GSE and element; assist as needed</b>  <b>Work Session: Guided Instruction (We do)- Lecture/ Discuss the roles of explorers and conquistadors</b>  <b>Collaborative Learning (You do together)- in pairs, complete graphic organizer on explorers and conquistadors (match individual with accomplishments); hold for CW turn in</b>  <b>Closing: Guided Instruction (We do)- What was the main reason(s) the conquistadors were able to conquer the Incas and Aztecs?</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Graphic Organizer</li> </ul>	Formative:  Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students and opportunity to explain what each of the explorers and conquistadors accomplished through lecture, discussion and graphic organizer			Summative:
Weds	Standard(s): SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia. c. Explain the role of technology in exploration.	<b>Do Now: Guided Instruction (We do)- What do you think may have been the most important technology that assisted the explorers?</b>  <b>Opening: Focused Instruction (I do)- introduce the new element; assist as needed</b>  <b>Work Session: : Guided Instruction (We do)- Lecture/ Discuss the role of technology in exploration</b> <b>Independent Learning (You do alone)- Complete 4 Frayer models, one for each of the four key technologies (4 corners are technology, definition, picture, what they helped the explorers accomplish); hold for CW turn in</b>  <b>Closing: Guided Instruction (We do)- Which of the four do you think is the most important of the four?</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>4 Frayer Models</li> </ul>	Formative:  Teacher Observation Q&A Frayer Models
	Purpose: To provide the students to identify the primary technological advances in exploration through lecture, discussion and frayer models			Summative:

Thurs	<b>Standard(s):</b> SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia. d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.	<b>Do Now: Guided Instruction (We do)- Who brought the vast majority of the slaves to North America?</b>  <b>Opening: Focused Instruction (I do)- introduce the new element; assist as needed</b>  <b>Work Session: Guided Instruction (We do)- Lecture/Discuss the Transatlantic Slave Trade</b> <b>Independent Learning (You do alone)- answer textbook questions that supplement the notes handout (p. 566 List 3 advantages of using African slaves; p.568 Geog SB 1, 2; p. 570 Q 3,8); hold for CW turn in</b>  <b>Closing: Guided Instruction (We do)- Who was the first person to “own” slaves legally under the law, not as indentured servants?</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Textbook Questions</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Textbook Questions  <b>Summative:</b>
	<b>Purpose:</b> To provide the students to examine the slave trade to determine effects on Africa and the Americas through lecture, discussion and reinforcing textbook questions			
Fri	<b>Standard(s):</b> SSWH 10 Analyze the causes and effects of exploration and expansion in to the Americas, Africa and Asia. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	<b>Do Now: Guided Instruction (We do)- Pickup large sheet paper and prepare to complete a poster</b>  <b>Opening: Focused Instruction (I do)- sub explains the they are to create a poster that reflects the movement of animals, food and disease from Europe to the Americas and from the Americas to Europe. (see p. 572 for example of what to do)</b>  <b>Work Session: Independent Learning (You do alone)- Create the Columbian Trade Poster base on example on p. 572 and the information provided in notes handout (Turn in for class work grade today but keep work from rest of week)</b>  <b>Closing: Guided Instruction (We do)- FYI: plan on quiz on Monday, Unit test review on Tuesday, unite test Wednesday, remediation on Thurs and retest on Friday</b>  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Columbian Exchange Poster</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Columbian Exchange Poster (separate CW grade)  <b>Summative:</b>
	<b>Purpose:</b> To provide the student the opportunity to analyze and identify the movement of animals, food and disease between the Americas and Europe/Africa through creation of a visual representation of the information in poster format			